

Humanization of the pedagogical system as an innovative process

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Abstract: The article deals with the ideas of humanization of education process in general and at school. The concepts of “humanization” and “democratization of education” in domestic education are described. It is stressed that in modern conditions, the idea of humanizing education carries an element of novelty, since it is aimed at a qualitative change in the entire education system, which for many decades has functioned on the principles of imperative and sociocentric approaches. Two sides of humanization are defined in the article.

The educational infrastructure of Zaporizhzhia region is shown. In a survey of 70 school directors and 120 deputy school directors, 70% of them note that they are working on the problem of humanizing the educational institution and are interested in helping to provide methods and technologies that contribute to the humanization of the educational process at school. The main principle of working with teachers in the context of the humanistic transformations of school is described in the conclusion.

Keywords: humanization, education process, innovation, humatarization

1. Introduction

The ideas of humanization are not completely new for the domestic education system. In different periods of the development of pedagogical science and education, these ideas were interpreted and accepted in different ways by pedagogical scientists and practitioners, as well as by state authorities of the education system. As you know, the theoretical development of any pedagogical ideas does not always guarantee the success of their implementation in practice. History shows that the rich experience of humanist teachers (K.N. Venttsel, S. Shatsky, V.A. Sukhomlinsky) did not find mass application in the domestic education system.

The concepts of “humanization” and “democratization of education” in domestic education began to be widely used after 1917. However, the concept of “humanism” in the social sciences in the Soviet period was considered from a class position: “bourgeois humanism” and “socialist humanism” were opposed - consistent, effective, proletarian, the purpose of which is to free the working people of all races and nations from exploitation, social oppression and inequality through a continuous struggle against oppressors. The democratization of society as a way of establishing the ideas of “socialist humanism” was viewed as a process of restructuring society

on the principles of "socialist democracy"; all citizens, regardless of gender, nation, race, enjoy equal rights in all spheres of life, participate in the government. Therefore, the process of democratization of the school in the 1920s included, first, granting the right to all exploited people to receive an education, to have freedom of choice, and to participate in the management of the educational process. Until about 1929, alternative philosophical concepts of education were developed in Soviet pedagogy.

The directions of the pedagogical search were: social-rationalistic, social-reformatory, technocratic, anthropological-humanistic, the concept of free education and "space pedagogy". Socio-rationalistic and socio-reformist trends had an official status [1].

In the early 90s, a new stage begins in the theoretical substantiation and practical implementation of the principles of the development of the national education system: humanization, democratization, humanitarization,

In modern conditions of socio-economic development of society, the concepts of "humanization", "democratization" and "humanitarization" are given a different meaning than in the 1920s.

In modern conditions, the idea of humanizing education carries an element of novelty, since it is aimed at a qualitative change in the entire education system, which for many decades has functioned on the principles of imperative and sociocentric approaches.

2. The concepts of humanization and humanitarization

2.1. Analysis of works devoted to humanistic ideas

In social terms, the concept of "humanization" is understood as the process of familiarizing with universal human values, the process of development and acquisition by any social system of certain features aimed at a person and leading to a radical change in the socio-cultural environment: a change in the attitude of a person to a person and a change in the nature of interaction between people under the condition of a voluntary free choice of position and style of behavior that cannot be imposed from the outside by order, law, etc. These are two interrelated processes, without which the humanization of the environment is impossible [2].

Humanitarization as a penetration into humanities problems, and democratization as the granting of equal rights and freedoms to all subjects of vital functions are integral components of the process of humanization of social systems.

The essence of the concept of "humanization" in pedagogical research retains a number of basic, invariant features: this is a process, a transition to humanistic values, a turn towards a person and his problems; this is a recognition of a person's intrinsic value and the creation of conditions for his free self-development. We consider the humanization of the pedagogical system of an educational institution as a process of qualitative change in all its elements, the cumulative interaction and mutual influence of which leads to its new state, corresponding to universal humanistic values. This is the

transition of the pedagogical system of an educational institution from functioning on the principles of a normative-forming paradigm to functioning on humanistic principles. The pedagogical system of an educational institution, as self-developing and self-organizing system, can carry out this transition spontaneously, like an open system, and purposefully in the course of the conscious activity of its subjects, organizing its transfer to another state and quality of functioning [3].

Analysis of works devoted to humanistic ideas in pedagogical research has revealed a number of common, invariant features inherent in humanistic educational institutions.

With the humanization of the educational system as a variety of the pedagogical system, it can be traced that it acquired a number of the following qualities (V.A. Karakovsky, L.N. Novikova, T.V. Tsyrlina, N.L. Selivanova, A.M. Sidorkin, E.N. Stepanov)

- a decisive turn towards the child's personality, his interests, abilities, needs, self-development, self-education, creation of conditions for solving these problems;
- implementation of the joint life of teachers, students and parents is built on the basis of humanistic values, intersubjective interaction, relationships of mutual respect, trust and goodwill;
- the priority of educational goals over didactic ones;
- the trend of integrating the educational process with the upbringing process on the basis of system-forming activities;
- the combination of pedagogical goals with the goals of children, the goals of the educational system become personally significant for both adults and children;
- the orientation of pedagogical activity to provide conditions for the manifestation and development of the child's individuality and subjectivity;
- the presence of a sense of security, comfort, satisfaction with life in an educational institution in adults and children [4].

In works devoted to the humanization of modern education, we find a number of conditions for the transformation of a school into a humanistic one:

- educating and convincing teachers, focusing them on the personality of a child, changing the teacher's thinking, reorganizing pedagogical activities on the basis of humanistic philosophy, inextricably linked with a personal way of being a person, realizing oneself as a subject of creative work, cognition and social life, the vision of a child and a teacher as subjects of life;
- purposeful development of active creative abilities of a person;
- maximum individualization and differentiation of education;
- rejection of universal pedagogical technologies, their variability depending on the individual, the child's abilities and their preferred methods of mastering the educational material;
- the humanization of the content of education, the creation of a certain cultural aura and giving each educational lesson a highly moral character, the establishment of links between the studied disciplines and common human culture [5].

2.2. The structure of humanization

In our study of the process of humanization of the pedagogical system of an educational institution, it is necessary to solve two problems:

1. To investigate the mechanism of the transition of the pedagogical system into the humanistic paradigm, its causes and patterns (the organizational side of the humanization process).

2. To determine necessary and sufficient changes in the elements of the pedagogical system, changes in their interconnections, functions (the content side of the process), which will lead to a qualitative change in the entire system based on the principles of humanism.

Organizationally, humanization has two sides:

1. Activities of subjects carrying out a purposeful process of transforming the pedagogical system of an educational institution on the principles of humanism. In this case, humanization is viewed as a controlled innovation process.

2. Conditions, factors ensuring the success of the process of humanization of the pedagogical system of the educational process [6].

The change and the development of open systems are investigated in works devoted to innovation problems (H. Barnett, J. Bassett, D. Hamilton, N. Gross, R. Carlson, M. Maise, A. Haberman, R. Havelock). The works of A.A. Arlamov, M.S. Burgin, V.I. Zhuravlev, V.I. Zagvyazinsky, A. Nichols, V.A. Slastenin reveal the general features of pedagogical innovation processes. The problems of innovations are presented in the works of K.O. Angelovsky, N.V. Gorbunova, M.V. Klarin, S.D. Polyakova, M.M. Potashnik, etc.

The openness of the pedagogical system of an educational institution, the ability to reflect the processes taking place in society, the ability to self-development are the most important factors in the development of an educational institution as a social and pedagogical system. Interaction with the environment occurs through various channels: through the subjects of the pedagogical process - children and teachers, carriers of cultural values, through the socio-economic conditions created by society for the development of its subjects, the specific socio-cultural environment of the city, village and school district.

The factors of the spread of pedagogical innovations are divided into broad social conditions, private social conditions, and personal factors.

One of the objective factors in the implementation of the idea of humanization of education is the humanization of relations in society. The influence of the socio-economic, political, cultural situation in the country is reflected in the state of the education system as a whole and each individual educational institution [7].

The essence of humanism can be defined as a set of objective and subjective attitudes towards each person as an intrinsic value. Humanism, of course, is not only a useful activity, its essence is in any manifestations of one person's concern for the welfare of another. The principles declared in the law of Ukraine "On Education" cannot be realized due to

the lack of necessary socio-economic conditions in society. As rightly noted by B.T. Likhachev in his book "Philosophy of Education", the essence of true democracy of public education in providing all children with real opportunities and conditions for familiarizing with science, art, culture. As well as humanization not in the impoverishment and emasculation of the content of education for the sake of imaginary facilitation of teaching, but in the spiritual and personal demand for all the riches of culture for the development of inner freedom in a person [8].

However, in the field of education and pedagogical science, humanization is the dominant trend, as evidenced by numerous theoretical studies and generalization of pedagogical experience.

The choice of humanistic values as priorities in the functioning of educational institutions is a subjective factor in the humanization of the school. A whole hierarchy of values influences the choice of upbringing values [9; 10]:

- spiritual educational values;
- nationwide state and public educational values;
- social stratification (class, clan, group) educational values;
- natural moral, aesthetic and ecological educational values;
- individual and personal educational values.

Subjective factor of acceptance or rejection of new values is the most important condition for the success and effectiveness of humanization in education. There are patterns and mechanisms for changing mass consciousness, perceptions and beliefs, which become the motivation for the participation of teachers in the innovative process of humanization of the pedagogical system of schools. A whole complex of factors affects the change in the value orientations of the teacher [11].

Social factors include the activities of specific state and public institutions, the media, educational institutions, public education bodies, and amateur pedagogical associations.

2.3. Regional educational policy

Using the example of regional educational policy, we will try to analyze the external factors that contribute to the spread of humanistic ideas. The educational authorities of the city of Zaporizhzhia region pay great attention to innovative processes in the education system. The Concept for the Development of Education in Zaporizhzhia Region was developed on the basis of "a new ideology of education based on the development of abilities and recognition of the self-worth of an individual, the priority of his interests".

In accordance with it, the school reform was aimed at restructuring the content, forms and methods of the educational process. According to 75% of teachers, this direction was considered a priority in the region.

The educational infrastructure of Zaporizhzhia region is formed by a network: 512 units of preschool education institutions (where 57.9 thousand children study), 557 units of institutions of general secondary education (166.2 thousand students), 38 units of Vocational institutions (vocational and technical) (13.2 thousand students) and 24 units of institutions of higher education (69.4 thousand students). The region has a well-developed network of out-of-school education facilities (over 60), covering more than a third of children in the

education system.

The reform of education in Ukraine began with the adoption in 2017 of the new Law of Ukraine "On Education". According to the document, five years were allotted to bring all institutions of general secondary education in accordance with the articles of the Law, namely, to divide them into three levels: primary school - obtaining primary education (grades 1-4), gymnasium - obtaining basic secondary education (grades 5-9), lyceum - receiving specialized secondary education (grades 10-12).

For its part, the city authorities of Zaporizhzhia are taking measures to optimize the network of educational institutions in such a way that the course of the reform does not affect the number of 10th grade classes and the number of teaching rates. They are planning to combine them by profiles. Therefore, students will be able to determine in advance the range of subjects that they will study in depth and, accordingly, focus on the chosen ones - those that will be needed for further admission to higher educational institutions. In lyceums, in particular, it is planned to ensure the functioning of laboratories and proper technical equipment.

Lyceums are now concluding agreements on cooperation with higher educational institutions. It is planned to attract specialists from higher educational institutions who will teach certain subjects in lyceums. Perhaps, a teacher with an academic degree will provide exactly the information that is required for further education.

A more complex process is a qualitative change in the relationship between teachers and students on the principles of humanistic pedagogy. This process is difficult to track using statistical data. However, the tendency, reflecting the orientation of the pedagogical community of Zaporizhzhia region to solve the problem of humanization of relations at school, is manifested. In a survey of 70 school directors and 120 deputy school directors, 70% of them note that they are working on the problem of humanizing the educational institution and are interested in helping to provide methods and technologies that contribute to the humanization of the educational process at school. The city's teachers actively participate in the All-Ukrainian scientific and practical conferences organized by Bogdan Khmelnytsky Melitopol State Pedagogical University: "Personal and professional development of a teacher in the conditions of realization of the Concept of the New Ukrainian School" (2018), "New Ukrainian School – partnership in action" (2019), "Modern technologies of socio-pedagogical support of the individual in the educational space" (2019), "Modern problems of humanistic pedagogy: methodological, scientific-theoretical, technological" (2020). The active participation of teachers in these scientific and practical conferences (annually up to 60 teachers and employees of educational and cultural institutions) of teachers confirms the high interest of teachers in the problems of humanization, whose innovative activities are reflected in the collections of abstracts of these conferences.

A modern teacher must constantly work on improving professional skills, be inquisitive to changes. It is obvious that the current generation of children will live in another world, and this process is inevitable. The pedagogical universities

should provide teachers with the necessary tools and knowledge. This was stated by Deputy Minister of Education and Science Pavlo Hobzey during a scientific-practical conference, which will take place on June 14-16, 2018, on the basis of Bogdan Khmelnytsky Melitopol State Pedagogical University.

More than 250 educators and managers took part in the conference. Among them - university teachers, graduate and doctoral students, students, school teachers, representatives of education authorities and more. Together with the researchers, they discussed the principles of personal and professional development of teachers, the use of IT technologies in this process, the competence approach in teaching, as well as the introduction of inclusive education and humanization of educational process.

Another challenge that the New Ukrainian School poses to teachers is the pedagogy of partnership. It involves the cooperation of teachers, students and parents. Therefore, it is very important that this process goes smoothly, with trust and respect for others [12].

Within the framework of the conference, the scientific-experimental platform "Methodical workshop of a teacher of the New Ukrainian School" was presented at the university. Teachers-practitioners will be able to take part in trainings, seminars and webinars. They will also provide methodological and practical assistance in implementing the concept of the New Ukrainian School.

Bogdan Khmelnytsky Melitopol State Pedagogical University (MDPU) is the initiator of the movement to implement the ideas of the global education, as one of the direction of humanization of schools and universities.

Thus, in Zaporizhzhia and Zaporizhzhia region there is wide support for teachers working on the problem of humanization.

The features of the process of spreading pedagogical ideas and innovation are in the existence of three relatively independent streams: spontaneous, purposeful state and purposeful public. Analysis of these streams in Zaporizhzhia region allows us to note the predominance of the purposefulness of the dissemination of humanistic ideas. Purposeful state flow is a deliberate effort, actions of public education authorities to disseminate pedagogical innovations. Purposeful public innovation flow is the result of the activity of public organizations: pedagogical societies, associations, unions, and clubs.

2.4. Synergetics

An important factor in the humanization of educational institutions is pedagogical education and work to disseminate advanced pedagogical experience in the field of humanization. The influence of external objective and internal subjective factors on the success of humanization of the pedagogical system of an educational institution can be corrected, neutralized or strengthened by the peculiarities of the implementation of innovative transformations at school.

We consider the problems of humanizing the pedagogical system of an educational institution through the prism of the

features of the innovation process.

The systematic approach makes it possible to consider this process as a dynamic system. Like any open self-developing system, that undergoes certain qualitative changes in the development process, the pedagogical system of an educational institution can be viewed from the standpoint of a synergistic approach.

Synergetics, according to N.V. Knyazeva, is important primarily as an approach to understanding the development of open nonlinear systems, as a special style of thinking [13]. The synergetic paradigm of world outlook includes a number of ideas that help to understand more deeply the features of self-organization and self-development of open nonlinear systems, which include the pedagogical system of an educational institution. In the works that investigate aspects of the synergetic approach, we find the following ideas:

1. There are prerequisites for the emergence and course of the processes of self-organization and self-development: a) the ability of the system to exchange energy, matter, information with the environment; b) sufficient distance of systems from the point of equilibrium; c) the unevenness of the system, as a result of which the increase in random changes in the elements can lead to disorganization of the previous structure.

2. Chaos plays a constructive role in the processes of self-organization: on the one hand, it is destructive, since chaotic small changes in certain conditions lead to the destruction of complex systems. On the other hand, it is creative, since chaos underlies the mechanism of combining simple structures into complex ones, coordinating the rates of their evolution, bringing the system to a stable state of development.

3. For the life of self-regulating systems, not only stability and necessity, but also instability and randomness are important. "The process of self-organization occurs as a result of the interaction of chance and necessity and is always associated with the transition from instability to stability ... A new order and dynamic structure arise due to increased fluctuations" [14].

4. New in the system appears as a result of the branching of evolutionary processes occurring in the elements of the system and their interrelationships, and at the same time, these changes are peculiarly "famed" in the form of a spectrum of possible development paths, a spectrum of relatively stable structures - evolutionary goals.

5. The system cannot be imposed on what is in conflict with the internal process, its content, the logic of the deployment of its internal processes. Effective management of the system is possible when the tendencies of its development are realized and the resonant effect on the system and its components is realized, in which the external influence is consistent (harmoniously coupled) with the internal properties of the system. When resonant impact occurs, the correct spatial organization of the impact is important.

6. The closed nature of a system can give rise to a type of stability that can hinder its development or even lead to an evolutionary dead end.

7. The phenomenon of an increase in additional energy in excess of the sum of the individual efforts of participants in any activity is called synergy.

These ideas make it possible to use a synergetic approach as a methodological orientation in the study of the features of humanization of the pedagogical system of an educational institution.

Based on research on the problems of pedagogical innovation, we have analyzed the features of humanization of the pedagogical system of an educational institution as an innovation. Innovation can be viewed as a complex process of creating, distributing and using innovation, the purpose of which is to meet the needs and interests of people. The innovation process is associated with the transition to a qualitatively different state, with the revision of outdated norms and regulations, roles, and often with their radical change.

2.5. Innovation in educational process

Innovation, like any process, is a dynamic system characterized by both internal logic and the natural development in time of its interaction with the environment (life cycle). The structure of the innovation process changes as the innovation moves from one stage to another.

The humanization of the school's pedagogical system can be represented as a complex polystructural innovation process, in which the presence of a hierarchy of structures should be taken into account:

- the activity structure is manifested in the process, which consists of components: motives - goal - tasks - content - form - methods - results;

- the subject structure includes the activities of all subjects, participants in the process: administration, teachers, scholars, students, their parents, methodologists, consultants, experts, employees of educational authorities, sponsors;

- the content structure of the innovation process consists of the stages of birth, development, development of innovations in various fields;

- the structure of the life cycle of the innovation process consists of the following stages: emergence; rapid growth through overcoming resistance and resolving contradictions; maturity; development; diffusion (penetration, spreading); saturation (assimilation by many people, penetration into all elements of the pedagogical system); routinization; the crisis; irradiation (innovation modernization);

- management of the innovation process is carried out through stages, four types of management actions: planning, organization, leadership and control;

- the organizational structure of the innovation process includes the following stages: diagnostic, prognostic, organizational, practical, generalizing, and implementation.

The innovative potential of the pedagogical system of an educational institution, like any social organization, is two-layered. It has a basis that is more or less the same in relation to different innovations, and a temporary changeable layer associated with a specific situation, with a specific innovation and its specifics. The main characteristics of the foundation are the ability of teachers for creative professional activity and the ability of the school for self-development. The

main feature of the situational layer is the dependence of the innovative potential on the characteristics of a particular innovation [15].

Knowledge of the types of innovations allows to better understand the goals of the innovation, its capabilities, and the features of the deployment of the innovation process.

Humanization of the pedagogical system of an educational institution as a transition from a normative-forming paradigm of functioning to a humanistic one is a radical innovation that requires a holistic transformation of all hierarchical levels of the pedagogical system, the content of its elements and their functional connections. Its radical nature lies in the need to change the value orientations of the subjects of the pedagogical system.

3. Conclusion

Based on the works by T.A. Glotova, N.M. Gnatko, V.E. Gmurman, who studied the four main patterns of the course of innovative processes, we determined the requirements for the organization of innovative transformations in the pedagogical system of an educational institution, aimed at its humanization:

1. It is necessary to take into account the law of irreversible destabilization of the innovation environment, which consists in the fact that with innovations irreversible destructive changes occur in the socio-pedagogical environment. This leads to the fact that holistic ideas about any pedagogical phenomena begin to collapse. There is a division of the subjects' pedagogical consciousness, a change in their assessments, the appearance of a polarization of opinions in the teaching staff, which means an increase in contradictions in relationships. There are inevitable costs associated with the personnel and spiritual capabilities of the teaching community. The more significant the pedagogical innovation, the more profound the destabilization. Therefore, the organizers of the humanization of an educational institution should be aware that this process is based primarily on a change in the value orientations of teachers, their free acceptance of values other than imperative ones. Acquaintance with new pedagogical ideas causes a "culture shock" among some teachers (K. Oberg). There is a confusion in value orientations and their own personal identity. During this period, "experiencing" (F.E. Vasilyuk) takes place, a special form of internal activity aimed at restructuring the subjective attitude to new ideas, reassessing personal and pedagogical positions, rethinking life and pedagogical goals. The organizers of the innovation process are faced with the task of creating conditions under which the initial discomfort is replaced by the adoption of new values, behavioral models, which leads to self-development and professional growth of teachers. Innovative activity consists of two complementary parts: changing motivational attitudes and obtaining information through innovative teaching (V.A. Slstenin).

2. The law of the final implementation of the innovation process is associated with the fact that any innovation process, in the initial link of which is a viable pedagogical innovation, must eventually be spontaneously or consciously realized. Thus, the idea of humanization of the integral pedagogical

process, reflecting the leading trend in the development of human society, will be realized eventually in an evolutionary way. The task is to increase its efficiency, to stimulate its flow through the organization of the conscious participation of the pedagogical community in this process based on taking into account its laws.

3. The law of stereotyping innovation is that any innovation has the peculiarity of turning into a stereotype of thinking and practical action. Thus, the result of humanization of pedagogical systems of educational institutions can be establishing a humanistic principle of relationships that can be further distorted.

4. The essence of the law of cyclical repetition, returnability of pedagogical innovations lies in the repeated revival of innovations in different conditions. This law requires a revision of various ideas and methods, technologies that are traditional, but carry a deep humanistic meaning. This law encourages participants in innovative activities to take good care of the present and past pedagogical experience and school traditions. Innovation grows out of the old experience, preserves the best one, develops it, introducing new experience, and improves pedagogical reality. Even radical changes that can be implemented in pedagogical theory and practice cannot negate the existing rich teaching experience. Here the dialectical laws of development are manifested: in the old, the new is born, in the present there is the past and the shoots of the future. To see these germs of the humanism in the existing pedagogical system of a particular educational institution, to support and develop it is the most important task for the organizers of the innovation process at school.

The peculiarity of the humanization of the pedagogical system as an innovative process is that teachers must feel that this process is aimed not only at the well-being of children, but also at the well-being of all subjects of the pedagogical system. At the same time, this well-being is determined by the coordination of the interaction of all subjects.

Creating a situation that develops the motivation of teachers and students to cooperate and care for each other is a condition for the successful implementation of the humanization of the pedagogical system.

An important condition for the successful implementation of any innovation process is taking into account the regularity of the appearance of tension in teams that carry out radical transformations that affect the interests of the participants in this process, their established assessments, positions, attitudes. The emerging tensions and contradictions lead to the creation of conflict situations between colleagues, between the administration and teachers, which must be resolved on the basis of mutual respect.

Humanization introduces a number of features into the content of each link in the "life cycle of the innovation process".

The innovation process in the teaching staff begins from the first stage - the emergence of innovation. This can happen in a number of ways. Five different ways of finding innovation are named: developing one's own experience, borrowing someone's experience; mastering scientific developments; way of trial and error; experiment (M.M. Potashnik, S.D. Polyakov). A variety of methodological approaches in

understanding the essence of humanization leads to a variety of axiological and conceptual models of the humanistic pedagogical system of an educational institution. This raises the need for wide and deep education of teachers, creating conditions for the birth of the need for teachers to change the nature of the relationship “teacher – student” and “teacher – teacher” at school, to make a conscious choice of educational values.

The second stage of the innovation process is the initial development of the innovation (primary innovation). Here, the adoption of the humanistic educational values of the innovation is the central issue.

When humanizing the pedagogical system of an educational institution, it is necessary to take into account both objective, social factors that promote or hinder humanization, and subjective ones, which include the personal characteristics of participants in the innovation process, their attitude to humanistic values.

Humanization as an innovative process requires a combination of the teacher's creativity with an attitude towards the development of the child. Every pedagogical innovation makes certain requirements for the teacher's attitudes (to students, to himself, to the mode of activity). A teacher is not inclined to accept an innovation if his attitudes contradict the proposed innovation. In accordance with humanistic principles, it can be assumed that for the success of the innovative process of humanizing the school's pedagogical system, it is necessary to create conditions for teachers to freely choose humanistic values and develop their humanistic centralization. The idea of personal centralization (A.B. Orlov) helps to explain the reasons for the psychological barriers that teachers face when innovating. Only the humanistic centralization of the teacher is a condition for the innovation to correspond to the true meaning of teaching and upbringing.

Thus, the involvement of teachers in innovative activities can only be based on humanistic principles, when situations are created at school for the free exchange of experience and emerging problems, situations of mutual respect and trust that contribute to free self-determination, strengthening the authority of each teacher, and developing his positive self-concept. Humanization of relations “teacher – student”, “teacher – teacher”, “teacher – administration” is a condition and result of humanization of the pedagogical system of an educational institution.

An optimistic approach to a teacher, faith in the humanistic potential, which lies in the motivation for choosing a teaching profession, is the main principle of working with teachers in the context of the humanistic transformations of school. It is necessary to awaken the humanistic potential and develop a sense of satisfaction from the implementation of pedagogical activities based on humanistic principles. Free moral choice of

a teacher, his personal self-determination are possible on the basis of a child-centered approach, when situations are created for the teacher to realize himself as a subject of innovative transformations, as a creative individual, to determine his professional and personal qualities which correspond to humanistic principles, and qualities that require improvement and adjustment to correspond to child-centered principle of the educational process.

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